



# ***TEACHERS TO TEACHERS:***

***Language, Technology, Math, and Science Exchange***

*A Program of the Bureau of Educational and Cultural Affairs (ECA)  
U.S. Department of State*

## **U.S. HOST INSTITUTE APPLICATION**

**Math, Science, and Information Technology**

**Request for proposals to host a three-week professional development workshop for  
16 Russian secondary school educators in the fields of  
Math, Science, and Information Technology**

**Application Deadline: January 19, 2007**

**Please send completed application to:**

**Teachers to Teachers: Language, Technology, Math, and Science Exchange**

**American Councils for International Education: ACTR/ACCELS**

**1776 Massachusetts Ave., NW, Suite 700**

**Washington, D.C. 20036**

**Telephone (202)-833-7522**

**Fax (202)-833-7523**

**Email: [Teachers@americancouncils.org](mailto:Teachers@americancouncils.org)**

*Teachers to Teachers is administered by American Councils for International Education, an international non-profit organization working to advance education, research, and mutual understanding across the United States, Canada and the nations of Southeastern Europe, Eurasia, and South Asia. Founded in 1974 as an association for area and language professionals, American Councils has focused its expertise on academic exchange, professional training, distance learning, curriculum and test development, delivery of technical assistance, research, evaluation, and institution building.*

## **TEACHERS TO TEACHERS: Language, Technology, Math, and Science Exchange**

### **Focus: Math, Science, and Information Technology**

On behalf of the Bureau of Educational and Cultural Affairs of the U.S. Department of State, American Councils for International Education invites proposals from U.S. universities and colleges to develop and host a three-week professional development workshop. The program will include professional development seminars and internships for secondary school teachers and teacher trainers from Russia. The program will commence in October 2007. The workshop host institution should be a university or college with expertise in education/teacher training and have a strong connection to local K–12 schools (public or independent). The U.S. host site should be prepared to work with Russian educators who do not speak English to develop workshop materials for Russian colleagues upon their return. The program will give Russian educators the opportunity to collaborate with their U.S. colleagues in the fields of **Math, Science, and IT** to develop new teaching methods and materials and to prepare professional development workshops for colleagues in their home country.

Teachers to Teachers aims:

- To recognize the excellence and commitment of secondary school teachers by providing opportunities for Russian and U.S. teachers to learn from one another's education systems and foster excellence in the classroom through increased exchange of ideas and expertise;
- To develop the leadership skills of Russian and U.S. teachers by providing opportunities to share educational best practices in professional development through seminars and workshops in the United States and Russia; and
- To raise the status of teaching in Russia and create among key Russian professionals a deeper understanding of the U.S., so that they may share their experiences of living in a diverse democratic society with students and teachers in their home communities.

### **THE PARTICIPANTS**

American Councils will select the 16 Russian participants through an open, merit-based competition. Teachers will demonstrate proficiency in the following areas: **Ability to teach in the field of application; innovation in teaching; awareness of and commitment to diversity and pluralism; professionalism; and leadership.** Participants are not required to speak English and will be accompanied by a facilitator fluent in English and with significant U.S. experience. He or she will assist with day-to-day logistics. The host site is expected to provide professional translation for professional settings (seminars, workshops, school visits, conference, debrief, etc.).

Upon their return to Russia, participants will be required to evaluate the methods and materials used and observed while in the U.S., and then utilize them in their own classrooms and schools. Participants will then share with colleagues the knowledge, methods, techniques, materials, and insights gained while on program during a **formal professional development workshop to be held in Russia in the summer of 2008.**

### **WASHINGTON D.C. ORIENTATION**

The Russian teachers will take part in an orientation in Washington, D.C., prior to arriving at the host site. The orientation is arranged by American Councils and is not part of the sub-grant agreement. American Councils will provide a program overview, review the terms of participation, provide a general orientation to life in the United States, and arrange a variety of professional and cultural activities related to education including an overview of the U.S. educational system, meetings with professional organizations, and visits to governmental, cultural, and historical sites. The orientation will help introduce participants to the basics of U.S. education, such as its decentralized governance and the role of school leadership.

## Host University Responsibilities

Applicants should propose a plan that incorporates the program elements described below. The three-week program (15 days of professional development programming in a university or U.S. classroom setting) will provide 16 participants with methodologically focused seminars as well as numerous opportunities to engage in practical applications of the information they gain through program activities. American Councils requires a minimum of three days observing U.S. secondary schools and five days devoted to seminars and workshops. The workshop will be followed by a two-day U.S. - Russia Conference and one-day workshop debrief both hosted by the university. The program schedule should include:

- Professional development seminars (5 days)
- U.S. high school classroom observation (3 days)
- Preparation sessions for in-country professional development workshop (2 days suggested)
- Professional development activities (1 day suggested)
- Program enhancements/cultural activities (1 day suggested)
- U.S. – Russia Joint Teacher Conference (2 days)
- Workshop debrief (1 day)

All activities must be provided in Russian or with Russian translation arranged by the host university.

### PROFESSIONAL DEVELOPMENT SEMINARS

The seminars should provide introductions to a variety of topics such as developing critical-thinking skills in teaching, learner-centered teaching styles, integrating topics across subject areas, and problem-oriented teaching and discourse. They should also provide opportunities for working with U.S. teacher practitioners and experts in the participants' fields of interest in education.

The proposal should describe possible seminar themes with designated instructors who should be teacher-trainer education specialists or other qualified individuals. The host site should select seminar themes that are relevant and applicable to the participants' teaching field and country. The host site is expected to provide faculty, materials, and support these seminars. Russian educators should be exposed to as many aspects of the U.S. educational system as possible. A minimum of five days during the three-week workshop must be devoted to seminars.

### **Professional development seminars should focus on:**

- Methods of instruction that are active or learner-centered;
- Theoretical underpinnings of methodological approaches;
- Intensive training in teaching methodologies in the Math, Science, and Information Technology (especially learner-centered and applied or problem-based learning);
- Curriculum development and evaluation;
- Overview of testing, assessment and standards in U.S. secondary education;
- Integrating technology in education - training in the use of technology appropriate for the Russian classroom (all subjects) and in the use of computers for Internet research and word processing;
- Ample opportunities for Russian teachers to interact with U.S. colleagues in their respective fields to share educational techniques that they consider effective;
- Consultations with leading U.S. teacher training and curriculum development specialists and practitioners;
- Adapting new methods and materials for use in their home schools in Russia and evaluating their effectiveness in the Russian classroom.

## SCHOOL VISITS

Applicants should demonstrate a solid partnership with U.S. secondary schools and administrators in order to arrange a variety of schools visits and opportunities to observe U.S. classrooms. Participants must spend a minimum of three full days in a U.S. high school during the three-week workshop.

### **School visits should include the opportunity to:**

- Observe classes taught by teachers in their respective fields;
- Deliver presentations and give lessons at the designated high school or other local schools or organizations; and
- Participate in discussions/workshops concerning student government, democratic classrooms, public service and community service programs in local schools, and ethnic and cultural diversity.

## PREPARATION FOR POST-PROGRAM PROFESSIONAL DEVELOPMENT WORKSHOP IN RUSSIA

Upon their return to Russia, participants will be provided with funding to organize a professional development workshop in the summer of 2008 for up to 40 teachers from their region. The knowledge, techniques and materials developed at the host site university during the U.S. internship will form the basis of the workshop. The structure for this three- to four-day workshop **must be fully developed** while the participants are in the U.S. Some of these teachers may not have experience in developing or implementing professional workshops, therefore it is essential to include adequate time for participants to research and develop materials and a workshop agenda while they are at their U.S. host university. American Councils will cover all costs of the in-country workshop.

### **Preparation during the three-week U.S. program for workshops in Russia should include:**

- A workshop coordinator selected by the host institution to assist the participants in preparing for the in-country workshops;
- Regularly scheduled group meetings with the workshop coordinator to plan and prepare materials for the in-country workshops;
- Individual and group work periods for research and curriculum writing activities; and
- Attention to teacher training skills to prepare the participants to conduct the workshop.

### **Summer Workshop Coordinator**

In the proposal the host site will designate a coordinator for the overseas workshop whose primary role is to facilitate the development of the teachers' summer workshop content, structure, and materials while the teachers are on-site. The coordinator must be a specialist in the field of teacher training and should have experience with the countries of the former Soviet Union. The coordinator must be committed to working with the participants not only during their stay in the U.S., but during the months following the U.S. program when teachers are finalizing workshop plans. Adequate time (at least twice per week during the 3-week workshop) for participants to meet with the workshop coordinator must be included in the program schedule and the *coordinator must be compensated for his/her commitment*. Ideally the workshop coordinator would travel to Russia in the summer of 2008 to participate in the workshop. Costs associated with the workshop coordinator's trip to Russia will be covered by American Councils.

## **PROFESSIONAL DEVELOPMENT ACTIVITIES/CULTURAL ACTIVITIES**

In addition to seminars and internships, time should be devoted to other professional development activities including:

- Regularly scheduled opportunities for group discussions/round tables and reflections on observations/internship experience;
- Involvement with Americans at civic and volunteer organizations, at school board meetings, parent-teacher conferences or other community events; and
- Visits to diverse U.S. schools to observe a variety of teaching methods (inquiry, applied/problem-based learning, active classroom, group projects).

## **PROGRAM ENHANCEMENTS**

Few, if any, of the participants will have had the opportunity to travel abroad or to visit the United States previously. Local excursions and activities should be scheduled throughout the program. Preference will be given to proposals that describe ways in which Russian participants will be introduced to, and be able to socialize with members of the larger community, as well as those which include short term home hospitality visits. Homestays lasting the duration of the teachers' U.S.-based visit are not appropriate for this program. Activities should include:

- Cultural activities that foster teachers' understanding of American society, history, culture and people such as visits to museums, concerts, plays, etc.
- Short-term home hospitality visits.

## **U.S.-RUSSIA JOINT TEACHER CONFERENCE**

At the conclusion of the three-week professional development workshop, the host institution will organize, in cooperation with American Councils, a two-day conference for the visiting Russian educators as well as four U.S. teachers selected by American Councils. The conference may include joint presentations, poster sessions, or round-table discussions on such topics as technology in the classroom, effective instruction, teacher professional development, school partnerships and civic education. Opportunities for U.S. and Russian participants to network and a final banquet should be included in the conference schedule. The host institution should also allocate time for the U.S. teachers to attend a program orientation conducted by American Councils.

The cost of the U.S. teachers' travel to the host site airport will be assumed by American Councils, however all activities, room and board will be provided for by the host institution. U.S. teachers will arrive on a Friday and depart either Sunday evening or Monday morning. Representatives from American Councils and the Department of State will also attend.

## **WORKSHOP DEBRIEFING**

The host institution will also plan, in coordination with American Councils, a one-day debriefing session on the Monday immediately following the conference. The debriefing will be attended by State Department representatives and will review and evaluate the three-week professional development workshop hosted by the U.S. university. Russian educators will depart the host institution on the following day.

## PROPOSAL SUBMISSION

### 1. **RESOURCES AND CAPACITY**

Provide a detailed outline of your institution's capacity to host a group of international educators and the resources available. Include such elements as accommodations, meals, speakers, instructors, workshop presenters and organizers, translation or Russian language resources, support staff, library and computing facilities, community organizations, etc. Identify a **primary administrator** who will run the program on a daily basis. Also identify a **workshop coordinator**. Resumés or CVs should be included for all administrators, staff and speakers involved in the program.

Be sure to explain how each element in the proposal relates to the larger objectives of the program:

- Visiting educators should observe and participate in U.S. K–12 schools in a way that will provide them with an understanding of the relative openness and democracy of U.S. schools. Host sites should present evidence of support from local schools and teachers to demonstrate that local teachers are willing to work closely with participants.
- Visiting educators must be able to identify and develop materials they can use in training sessions in their home country.
- The development of long-term partnerships should be fostered between schools and communities of visiting educators and U.S. schools and communities (which can be supported by small-grant projects).

### 2. **SAMPLE SCHEDULES**

Include a sample schedule of the program on a weekly basis (general) as well as a detailed schedule of at least one day.

### 3. **BUDGET**

All costs, not to exceed \$110,000, should include:

- a. Detailed budget of administrative costs including staff salaries, fringe benefits and indirect costs.
- b. Detailed budget per participant (16 teachers and one facilitator) for a three-week period. Costs should include maintenance (accommodations and meals), professional development and materials (including speaker honoraria, mentor teacher honoraria, local transportation, photocopying, etc.), cultural activities, and translation.
- c. Detailed budget for the U.S. – Russia Joint Teacher Conference. Costs should include but are not limited to the following line items: accommodations and meals for four U.S. participants and two American Councils staff members; rental of conference space; program expenses; materials; administrative expenses; final banquet; and transportation to and from the nearest airport/train station for U.S. participants.

The budget should be as detailed as possible and include separate line items for all expenses.

American Councils will pay for the following items directly; do **not** include these items in the host site budget:

- A weekly stipend of \$80 per week per participant for personal incidental expenses. This amount should not be used for meals;

- Medical insurance for participants;
- Visa support;
- International and domestic travel for the Eurasian participants to and from the host site airport.

The budget should also include significant documentable **cost sharing** by the host site. Cost sharing may include such expenses as verifiable discounts received for accommodations or travel, partial salaries of employees, administrative overhead, etc.

4. **TRANSLATION**

Describe how translation/interpretation will be handled for the participants while at the host site, including school visits, and professional development activities.

5. **RESUMÉS**

Provide resumés of the principal organizers and workshop coordinators, as well as those of potential professional development teachers. No resumé should exceed two pages

6. **LETTERS OF SUPPORT**

Provide letters of support from partnering organizations, such as schools, school districts, universities, and other community institutions that will provide substantial assistance.

7. **PLANS FOR ASSESSMENT AND EVALUATION OF THE PROGRAM**

For assessment describe possible methods including either interim and final surveys of participants and/or university instructors, or a comparison and evaluation of your program goals with actual results.

8. **PREVIOUS EXCHANGE EXPERIENCE OR EXPERIENCE WITH RUSSIA**

If your site has been involved in any international exchanges or projects with Russia, or Eurasia in general, please detail these experiences.

**Additional Technical Guidelines for Submission**

The overall narrative should be no longer than 20 double-spaced pages. Additional information, particularly information addressing the institution's capabilities, may be included in appendices. Please provide an original plus three copies.

American Councils will work with the host institution and ECA to develop the program. Though American Councils anticipates no significant alterations in the funding level or duration of the program, due to political and administrative considerations American Councils must reserve the right to alter the conditions of this request should funding levels unexpectedly change.

For further information regarding the Teachers to Teachers Program, please contact Benjamin Dunbar at (202) 833-7522 or [Teachers@americancouncils.org](mailto:Teachers@americancouncils.org).

Please submit all application copies to:

American Councils for International Education  
 Teachers To Teachers: Language, Technology, Math, and Science Exchange  
 Attn: Benjamin Dunbar  
 1776 Massachusetts Avenue, NW  
 Suite 700  
 Washington, DC 20036

